DOCUMENT RESUME

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ABSTRACT

The described learning module is designed for intermediate grade teachers who wish to improve their oral language skills, both in an open classroom and in a closed setting. The contents of the module are outlined, and the activities and resources involved in its use are described. Ordering information for materials and a critique of the module are included. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: EMPHASIZING ORAL LANGUAGE IN THE ENGLISH CLASS (English Cluster VII; Module 1)

Publication Date(s): 1974

Intended Users: Inservice teachers (language arts or speech) who wish to improve their oral language skills, both in an open classroom and in a closed setting

Grade Level(s): Middle school

Number: Individual or group

Primary Focus: To plan, guide and evaluate a sequence of instruction in oral language for middle school students are the major foci of this program.

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School subject(s) and/or in-service topic(s) covered:

This module is intended to help teachers plan oral activities as part of the middle school language arts program, and to show how oral language activities can benefit children in their various stages of development. It also demonstrates how these activities can be used both in the open classroom setting, and in the closed setting.

What participant does in using the materials:

Participant engages in: reading professional material, self-surveys and student surveys; brainstorming; discussion; informal speaking; role-playing; pantomime and improvisation activites; observation.

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Resources: Material and personnel requirements include:

- Module booklet, and one consumable per participant
- Middle school students for observation and practice
- Peer participants and/or resource person for evaluation
- Tape recorder - recommended, not required

Describer critique: This module is a compilation of materials gathered from many sources, and as such, appears to be quite effective in meeting its objectives. As a competency-based module, it offers great flexibility to the user who, once having successfully completed the pre test for each objective, may proceed to the next one without using time on skills already mastered. It offers many ideas and suggestions, as well as a comprehensive bibliography.

ELA21 oral communication TD

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1.0 PURPOSES:

It is an accepted fact that oral language is of great importance in the language development of students. However, "unless the teacher knows why these oral skills are important, what the specific skills consist of, and how to utilize them in...everyday teaching," knowledge of that fact is of little value.

The developer of this module intends "to point out how oral language activities can benefit the total child" and, "to acquaint the language arts teacher with the areas of oral language that can be used in the open classroom setting, as well as the areas that would lend themselves best as a separate unit in a closed setting."

Three specific objectives are stated:

1) Given information on academic and personal development of a group of students, the teacher will be able to state at least three specific reasons for promoting their oral language skills.

2) Using resources contained in or referred to in the module, the teacher will be able to describe at least one activity from three categories of oral language activities which may be used in the classroom.

3) Using information gained about the academic and personal development of a group of middle school students, the teacher will demonstrate the teaching of one type of oral activity, as part of a specific language arts objective.

2.0 CONTENT — Scope and Sequencing of Topics:

The module contains readings, study sheets and worksheets.
A broad table of contents is supplied. It includes:

Prospectus
- Rationale
- Objectives
- Resources Required
- Instructions and Flowcharts

Pre-Assessment

Enabling Element #1 (Justification)
Enabling Element #2 (Procedure)
Enabling Element #3 (Application)

Post-Assessment

Appendix
- Bibliography
- Supplmentary Materials
- Module Evaluation Feedback Sheet
- Module Component Description Outline

Because the material within this module is broken down into loosely related units,following the activities in sequence is not necessary. Moreover, the pre and posttests will determine if a particular section needs to be covered at all.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Participant reads professional material (included in the module); does self-surveys and student surveys; engages in brainstorming, discussion, informal speaking, role playing, pantomime and improvisation activities, and observations.

3.2 Help given in use of product:

The module is self-contained and provides clear and specific directions. A very comprehensive bibliography of books and periodical articles is included in the appendix.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Self-evaluation is provided by way of pre and posttests. A resource person and/or peer group observation in addition to the overall success of student or peer participation in activities, constitute ample opportunity for evaluation of teacher inservice learning.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

- Module booklet (93 pages) and one consumable booklet per participant
- Middle school students for observation and practice
- Peer participants and/or resource person for evaluation
- A tape recorder would be helpful, but is not required.

5.2 Distributor name/address:

Panhandle Area Educational Cooperative
411 West Boulevard, South
Chipley, FLA 32420

(904) 638-4131

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
EMPHASIZING ORAL LANGUAGE IN THE ENGLISH CLASS (English Cluster VIII:Module 1				
Module booklet	±1.80		1/participant	Yes
Consumable	± .60	---	1/participant	No

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This module (and many others in this series of English clusters) was developed by Dr. Mildred Augenstein, currently Director of Staff Development in the Dade County Schools in Florida. She is a former English teacher and has become well known as a module development expert. She is also a proficient workshop leader/coordinator and is very much in demand in Florida as well as outside of the state.

6.2 How developed and when:

During a summer institute (1973) which was organized by Dr. D. Weppner of Florida Atlantic University and run by Ms. Augenstein, a series of modules was developed with the aid of workshop participants. These modules were based on the achievement of sixty competencies (12 clusters of 5 each) identified by a consortium committe of teachers and supervisors during the 1972-1973 school year. Dr. Augenstein wrote the modules the following year and spent an additional year validating the information as part of her doctoral dissertation.

6.3 Evidence of effectiveness with users:

Much feedback has been received and incorporated into the module during the validation proceedings.

A Revision Feedback sheet is included in the module for further evaluation and determination of effectiveness with users.

The module is currently widely being used both in Florida and outside the state.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This material is well-suited for teachers interested in developing oral language skills in the classroom. Although it is specifically directed to middle school students, many of the techniques could be adapted for higher or lower grades (an elementary level bibliography is included).

The module can be used by individuals and by groups. A resource person is recommended. The procedures can be followed with peer observation as well.

Content accuracy/social fairness/community acceptance issues:

The credentials of the developer and the involvement of large numbers of people in the end-product indicates that the accuracy of the module's content is not in question. There is no evidence of ethnic or racial bias.

Here, both teacher and student are referred to as "he" (a previously described module in the same cluster showed the teacher referred to as "she"). This is an inconsistency which should be corrected by inserting the double pronoun, s/he. This does not, however, detract too much from the merits of the material.

Overall summary/comment:

This module consists of a compilation of materials gathered from many sources and incorporated into one volume. As an eclectic approach, it is suitable and does, in fact, direct the user toward successful development of the oral language skills of his/her students. The Bibliography is helpful to those who wish to pursue the subject further. As a self-contained unit, this module is full of ideas and suggestions which should prove useful to the teacher who is searching for ways to develop oral language in the middle school English classroom.

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